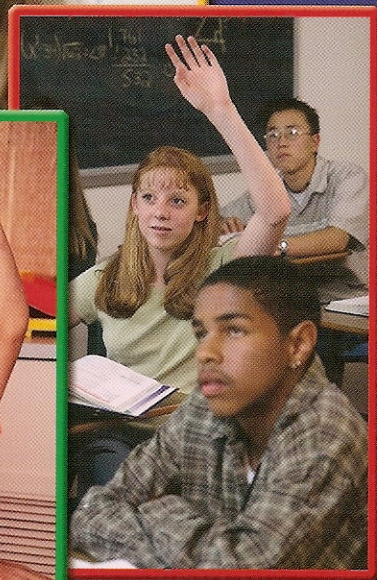
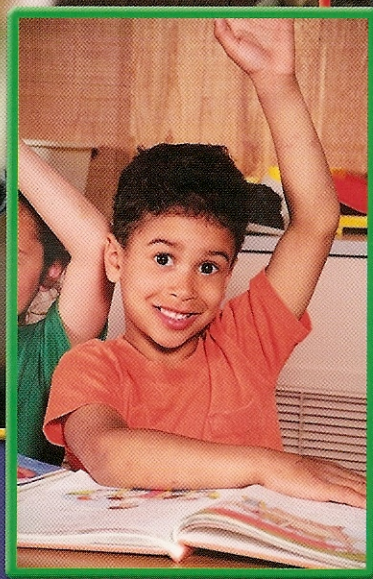


Quality Questioning

Research-Based Practice to Engage Every Learner



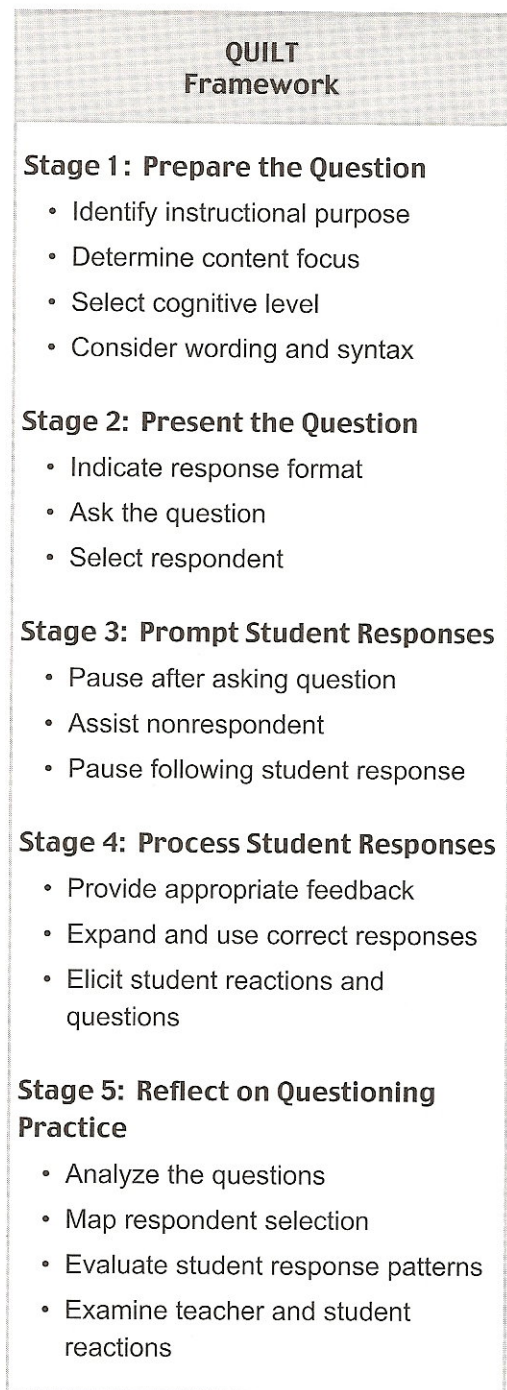
A Joint Publication



Jackie Acree Walsh
Beth Dankert Sattes

became known by the acronym QUILT. The organization of this book mirrors the QUILT Framework.

Figure 1



The original structure for the professional development process incorporated in QUILT reflected current research about effective teacher learning; namely, that it must be long-term and personalized, while incorporating peer coaching and opportunities for teachers to learn together. The focus for change was clearly on the teacher. During the early years of QUILT, however, we learned that while most teachers already **possessed knowledge about** the basics of effective questioning, many were finding it exceedingly **difficult to change behaviors**. From conversations with teachers emerged an aha: teachers, even when collaborating with one another to improve practice, cannot change the dynamics of classroom questioning by themselves. They must teach new behaviors such as Wait Times 1 and 2 to students and, with their students, adopt classroom norms that support these behavior changes. Increasingly, we conceptualized quality questioning as a student-centered, collaborative process—not a teacher-centered, teacher-directed classroom enterprise. This new understanding permeates the first five chapters of this book, and it resulted in the addition of a sixth chapter, which goes beyond our original QUILT Framework. The seventh chapter describes methods and benefits of whole-school adoption of effective questioning practice, and the closing chapter reviews the ideas presented throughout the book.

While we assume that most readers will want to begin with Chapter 1 and

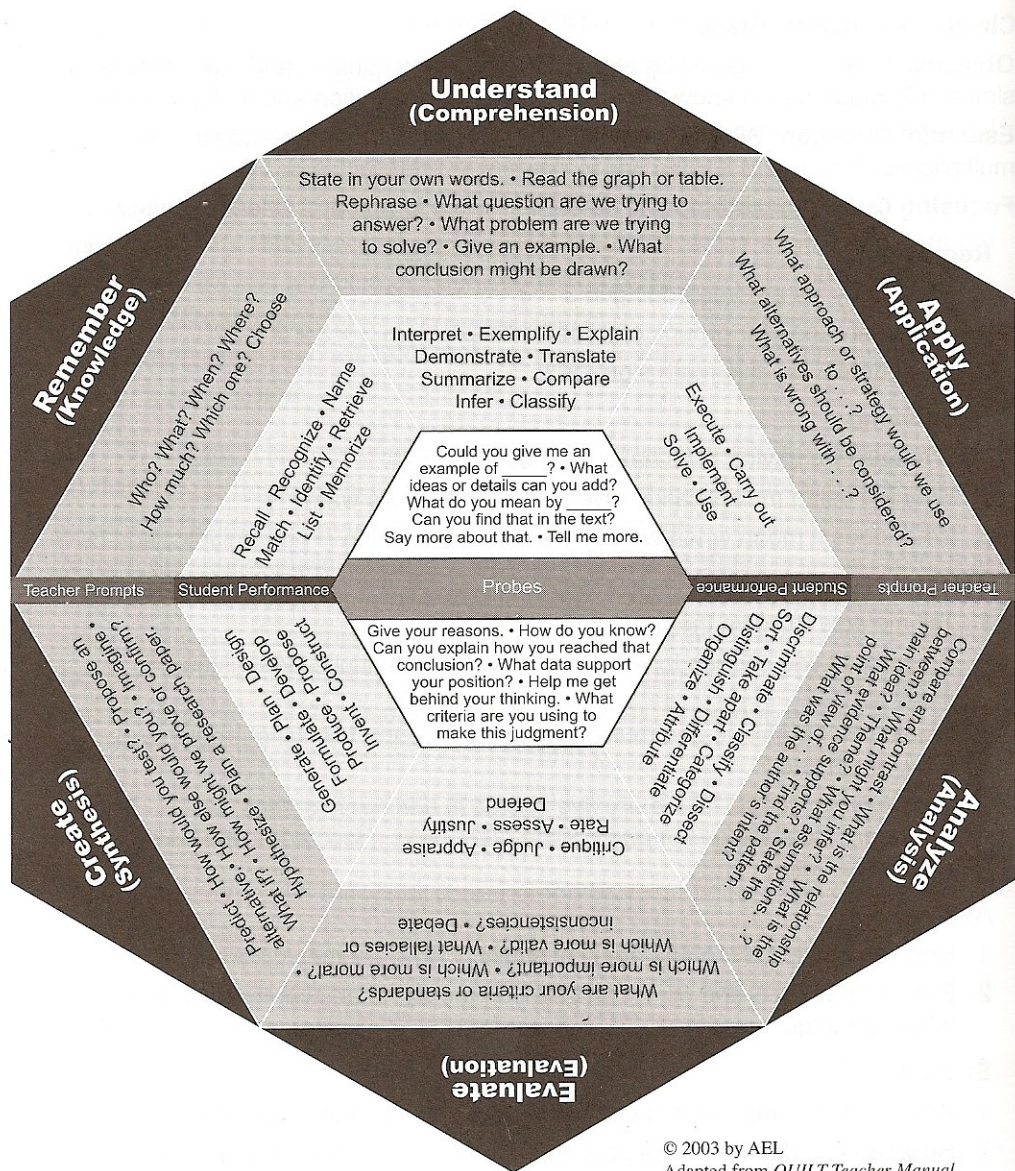


Figure 2.1

Rubric for Formulating and Assessing Quality Questions*

Score	Purpose	Content Focus	Cognitive Level	Wording and Syntax (Communication)
3	<i>Directly</i> relates to one or more learner objectives Challenges students to think about concepts and to formulate personal responses (gets students' attention and interest) Has a clear and important role and function in the lesson	Elicits knowledge related to the concepts being studied Elicits knowledge that <i>all</i> students have had the opportunity to learn Logically and directly builds upon previous questions and answers in the lesson or unit (i.e., is properly sequenced)	Engages student thinking at a cognitive level that is clearly specified and modeled by the teacher Includes words or phrases that cue students to respond at the intended cognitive level Asks students to process knowledge <i>at the highest level</i> , according to their readiness Prompts students to see relationships and patterns, demonstrate understandings, and make connections	Uses vocabulary that is appropriate to (a) the age and grade level of students and (b) the content or discipline being studied Uses words that are unambiguous and precise Structures, organizes, and sequences words and phrases to make the question clear and to help the student understand what is expected in a response Uses (a) the fewest possible number of words and (b) the simplest possible structure
2	<i>Somewhat</i> relates to one or more learner objectives <i>To some degree</i> , challenges students to think about concepts (gets students' attention) Has a role and function in the lesson	Elicits knowledge related to the concepts being studied, at least in part Elicits knowledge that <i>most</i> students have had the opportunity to learn Builds upon previous questions and answers	Engages student thinking Includes few words to cue students to respond at the intended cognitive level Asks students to process knowledge Prompts students to see connections	Uses vocabulary that is <i>mostly</i> appropriate to the students and the content Uses words that are fairly clear and precise Gives students a <i>general</i> idea of what is expected in a response Uses relatively few words and a fairly simple structure
1	It is not clearly connected to lesson purpose	Elicits knowledge covered in the text but not already learned by all students	Lacks clarity as to expected level of cognition to be exhibited in student answer	Uses vocabulary inappropriate to students and content; includes ambiguous words or awkward phrasing

* This scoring rubric has been designed for use by teachers seeking to improve the quality of the questions they pose in the classroom. As such, it is intended for self-assessment and improvement only. This rubric is generic and may be adapted by individual teachers to specific content areas and/or grade levels.

"Extremely practical in its examples and in its readability. The authors' style is very readable and friendly. . . . I particularly like the questions for reflection at the end of each chapter and the quotes from teachers in the field."

—Susan Hudson, School Improvement Services
Nashville, TN

"Reading this book gave me an 'a-ha' moment on almost every other page. I have been using inquiry in my classroom for many years, and I even teach a class to other teachers about using questioning, but this book gave me more practical, research-based techniques to enhance the instruction I am giving. I have not seen a book that addresses using questioning so thoroughly, and gives such simple ideas for implementing the ideas."

—Patricia Herr, Elementary School Teacher, Virginia
Author, *Inquiry-Based Learning Using Everyday Objects*

Use effective questions to advance student thinking, learning, and achievement!

Teachers question their students to advance thinking and learning. But what if they're asking the wrong questions? In ***Quality Questioning***, authors Jackie Walsh and Beth Sattes provide an in-depth look at how quality questions can transform classrooms. Developers of the QUILT framework, Walsh and Sattes show that teachers already know how to ask effective questions, but sometimes find it difficult to change their questioning behaviors. Based on two decades of research on teacher effectiveness, they offer strategies that engage *all* students in the teacher's questions and prompt students to generate their own questions. In turn, these superior questions will enrich students, their school's learning community, and any instructor's own professional development.

***Quality Questioning* includes:**

- A complete framework for preparing questions, presenting questions, prompting student responses, processing student responses, teaching students to generate questions, and reflecting on questioning practice
- Checklists for classroom applications
- Reproducibles, rubrics, resources, evaluation tools, and more

Authors bio:

Jackie Walsh and Beth Sattes are co-developers of Questioning and Understanding to Improve Learning and Thinking (QUILT), a nationally validated professional development program on effective questioning. They have co-developed several professional development modules for SREB and for the AEL Leadership Academy. Both are national trainers on effective questioning.



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